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ABSTRACT

Human relations problem situations for Army senior non-commissioned officers (NCOs) were identified and analyzed using group problem solving methods. Then, using an analysis summary prepared for each case study problem situation as the basis, candidate performance exercises were developed. (These exercises specify terminal performance objectives for human relations job situations which can be used in developing NCO performance-oriented instructional programs.) The analysis summaries and performance exercises were arranged in a resource catalog intended for training specialists responsible for developing NCO training materials. It was concluded that the group process approach, as a means of analyzing human relations job functions, leads to the identification of performance exercises that (1) often require the integration of several skills for effective performance, (2) often identify very different job contexts than those identified by conventional job/task analysis methods, and (3) establish job contexts that reflect both the complexities and subtleties found in real situations. The appendix includes synopses of information on broad senior NCO job functions, human relations tasks from the Sergeants Major Academy's task survey, and broad human relations problem areas; and samples of problem situation analysis, candidate performance exercises, and skill definitions. (EM)

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# Analysis of Human Relations Problem Situations: The Group Process Approach

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by

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Group problem solving methods were used to analyze realistic problem situations into subordinate skills.

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## MILITARY PROBLEM

The US Army Sergeants Major Academy has the mission of preparing selected senior NCOs "to serve as the senior enlisted advisor to the commander and staff in the solution of leadership, human relations, and training problems." Valid performance objectives must be developed for these complex situations as a basis for designing a maximally effective program of instruction. The objectives of this project were to identify and analyze human relations problem situations for senior NCOs and develop performance exercises based on the analyses.

## APPROACH

Group discussion sessions composed of senior NCOs from the Sergeants Major Academy were formed to identify potential human relations problem situations by exploring:

a. job functions,
b. job tasks, and
c. broad social issues.

Individual interviews were also conducted with senior NCOs of operational units located at Fort Bliss. These interviews were principally concerned with performance management and counseling problems. These activities led to the development of detailed problem statements which provided the input for the analysis phase of the project.

Problem situations were analyzed by means of the Group Process Approach. This approach brings job and subject matter experts together to analyze problem situations in a series of structured group problem solving sessions. *Group problem solving* refers to a collection of techniques for guiding the interaction among a small number of individuals in the identification of optimum solutions to a common problem. The guiding of the interaction is performed by a specially trained facilitator. The participants in the group are trained by the facilitator in the application of special participant skills.

A typical problem solving group consisted of two or three senior NCOs, an officer, and an outside specialist.

An analysis summary was prepared for each problem situation based on the information generated by the problem solving group. *Candidate performance exercises* (terminal performance objectives) were prepared by the project staff based on an examination of the analysis summary developed for each

problem statement. These performance exercises specify human relations job situations and performance requirements which provide a valid point of initiation for the development of performance-oriented instructional programs.

The analysis summaries and *candidate performance exercises* were arranged in an indexed *Problem Situation Catalog for Senior NCOs*. This catalog also contained an identification and definitions of basic human relations skills required for solution of many of the problem situations and a general description of how to prepare performance-oriented training for the *candidate performance exercises*. This catalog was intended as a basic resource for training specialists responsible for developing instructional materials on human relations activities for senior NCO training programs.

## CONCLUSIONS

The Group Process Approach leads to the identification of *candidate performance exercises* that:

1. often require the integration of several skills for effective performance,

2. often identify very different job contents than those identified by conventional job/task analysis methods, and

3. establish job contents that reflect both the complexities and subtleties found in real situations.

This information can provide a more valid basis for designing human relations training and assessment programs than can conventional job/task analysis methods.

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# ANALYSIS OF HUMAN RELATIONS PROBLEM SITUATIONS: THE GROUP PROCESS APPROACH

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## STATEMENT OF THE PROBLEM

### MILITARY PROBLEM

The US Army Sergeants Major Academy has the mission of preparing selected senior NCOs "to serve as the senior enlisted advisor to the commander and staff in the solution of leadership, human relations, and training problems."[1] These kinds of activities involve interactions with other people regarding complex situations, often having conflicting purposes, delayed or uncertain consequences, and a lack of agreement over principles governing performance in the situation. Valid performance objectives must be developed for these complex situations as a basis for designing a maximally effective program of instruction.

### RESEARCH OBJECTIVES

Traditional instructional programs in US Army schools are information-oriented. In such programs, the major instructional activitiy consists of presenting students with information about the job environment and about job performances. Oftentimes, these programs are heavily theory-oriented. However, they are frequently augmented with separate practical exercise periods during which students practice applying information in job-oriented exercises.

In a number of different efforts over more than a decade, many Army schools have developed performance-oriented instructional programs in which the emphasis of instruction is on having all of the students' learning activities centered about specific job procedures. Thus, a student acquired information only as it is required for performing a job procedure. The student's time is spent performing job procedures rather than listening to or reading about information related to the job. Ideally, this concept of instruction should include a mastery progression strategy in which individual students are required to demonstrate mastery of a job procedure on a performance test before progressing to learn the next job procedure.

The US Army Training and Doctrine Command (TRADOC) has set as a goal the implementation of performance-oriented training in all of its schools. Hence, the product of this research should provide a basis for developing valid performance-oriented training.

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[1] *Curriculum Handbook*, US Army Sergeants Major Academy, Fort Bliss, Texas, March 1974.

Performance-oriented training consists of five (5) requirements:

1. *Job Context.* All learning should begin with one or more terminal performance objectives that describe some actions as they actually occur on the job. These objectives should be related to real job situations and to job goals.

2. *Demonstration.* Students are given a demonstration of correct performance with explanations that place the actions in the performance in the context of the job situation.

3. *Initial Performance Guidance.* Instructions are presented to the student to guide him through the actual performance of the action. He works with these instructions until he can perform the actions without the instructions, but still short of the terminal speed, accuracy, and generalization requirements.

4. *Practice.* A series of graded exercises are presented to the student. He receives fully informative feedback following each exercise. The exercises are designed to extend his basic performance of the actions until he meets the terminal performance requirements.

5. *Evaluation.* The student is given a performance-oriented, go/no go test. If he performs at a mastery level, he progresses to the next unit of instruction. If he performs below mastery, he is either (1) recycled for additional practice or (2) given special remedial instruction. This stage will be discussed separately in the next section.

The product of the research should satisfy the initial requirement for performance-oriented training; that is, it should specify terminal performance objectives *that describe some actions as they actually occur on the job.*

Valid performance objectives must be derived from a broad sample of realistic problem situations. The operational objectives of this project were:

1. identify problem situations with which senior NCOs ought to be able to deal;

2. identify the information and skills necessary for effective performance in each situation;

3. develop behavioral objectives which specify the terminal performance requirements and the information and skills; and

4. develop experiential exercises for the identified performance objectives.

The final product of the project was an indexed catalog containing all the problem situations that were identified and analyzed during the course of the project and the restuls of the problem analyses. This catalog provides a basic resource for instructional developers preparing lessons in human relations skills for senior NCO training programs.[2]

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[2]Whitmore, P. G., Larson, S. M., & Benson, L. C. *Problem Situation Catalog for Senior NCOs*. Human Resources Research Organization, WESTERN Division, Fort Bliss, Texas. Work Unit SMAC. RP-WD-TX-75-26, January 1976.

## IDENTIFICATION OF PROBLEM SITUATIONS

Several different approaches were used to identify problem situations. Each of these is described in the following sections.

### EXPLORATION OF JOB FUNCTIONS

First, the major classes of people with whom a senior NCO interacts were identified as follows:

a. his commanders,
b. other officers,
c. immediate subordinates, and
d. lower subordinates.

The third of these classes, immediate subordinates, was selected for trial analysis for two reasons. First, this class of interactions was judged to be the one for which information was most readily available. Second, potential functions and subordinate functions or conditions performed by the senior NCO in these interactions were identified, as shown in Table 1. To further differentiate among these functions, discussions were held with two groups of five senior NCOs provided by the Sergeants Major Academy. However, if was difficult to hold the discussion to the analysis of the functions or to the identification of problems in the conduct of the functions. Rather, discussion tended to digress to procedures for performing the functions. In a sense, the participants were asked, "If this is the solution, what is the problem?" The participants, however, responded by describing how the solution should be performed. Some of the specific personal experiences described by the participants did suggest some general problems for later exploration (see Appendix A).

### EXPLORATION OF IDENTIFIED JOB TASKS

After the analysis of job functions failed as a means of identifying problem situations, a second approach was attempted. At the time this project was begun, the Sergeants Major Academy was also conducting a separate systems engineering effort. The second approach to identifying problems involved an analysis of the more common and critical tasks in the inventory which had been developed by the Academy. Frequency and criticality responses had been obtained from several hundred Sergeants Major and several hundred Command Sergeants Major. The more common and critical human relations tasks were identified from this inventory. Additional information about these tasks was solicited from four senior NCOs obtained from the

Table 1

Senior NCO Roles with Immediate Subordinates

I. Evaluates job performance of immediate subordinates.
   A. Job conditions and practices are known to senior NCO.
   B. Job conditions and practices are not known to senior NCO.

II. Provides effective work environment for immediate subordinates.
   A. Obtains equipment and supplies.
   B. Assigns work in accordance with capabilities.
   C. Provides appropriate amount of useful work for each subordinate.
   D. Minimizes unpleasant conditions and distractions in work environment.
      1. Physical conditions.
      2. Social conditions.
   E. Administers appropriate incentives in an effective manner.
   F. Arranges for coordination among subordinates.
   G. Arrange for coordination with external elements.

III. Provides for the physical and psychological well-being of immediate subordinates.
   A. Identifies and minimizes sources of anxiety and fear or alters the interpretation of these sources.
   B. Identifies and minimizes deficiencies in food, housing, clothing, recreation and physical health.

IV. Improves job proficiency of subordinates on the job.
   A. Identifies strengths and weaknesses in the performance of subordinates.
   B. Provides subordinates with timely feedback on job performance.
   C. Develops a means for improving job performance of subordinates.
   D. Develops improved job procedures (MAPTOE).

V. Trains subordinates to perform job tasks.
   A. Modifies training materials and methods to fit trainees and conditions.
   B. Evaluates performance of each trainee on each task during conduct of training.
   C. Provides every trainee with sufficient practice and feedback on each learning task to achieve mastery.
   D. Keeps records of each trainee's progress in training.
   E. Develops and uses low cost simulation where appropriate to minimize training costs and maximize trainee practice.
   F. Evaluates terminal performance of each trainee on job-sample proficiency test.
   G. Provideo trainees with appropriate incentives for learning.
   H. Minimizes unpleasant conditions and distractions in training environment.

TABLE 1 (Cont.)

VI. Supervises trainers of trainees.
   A. Trains trainers in procedures of effective performance training.
   B. Monitors the use of incentives by trainers with trainers and provides feedback and guidance where appropriate.
   C. Monitors methods of instruction used by trainers and provides feedback and guidance where appropriate.
   D. Monitors evaluation procedures throughout training.

Sergeants Major Academy in a group discussion session. The information obtained about these tasks did not establish them as sufficiently difficult to justify using outside specialists to help analyze them. The senior NCOs who provided the information described sound procedures for performing these tasks. A synopsis of this information is presented in Appendix B.

## EXPLORATION OF BROAD SOCIAL ISSUES

The third approach to identifying problem situations deviated markedly from traditional job/task analysis procedures. In this approach, a discussion session was held with another group of four senior NCOs from the Sergeants Major Academy to identify broad social problems with which senior NCOs may deal. The four participants were told that the objective was to identify broad unit level problems as opposed to the performance of individual tasks. Alcohol usage was cited as an example and it was suggested that perhaps older NCOs set an example of heavy drinking for younger men just entering the service. This speculation was supported by the participants who cited specific instances and practices. Alcoholism as a topic was used to seed the discussion. The participants then identified and specified drug abuse problems, leadership problems, and racial problems.

This discussion did identify broad unit level problems. However, solutions to many of the problems that emerged were beyond the job responsibility of a single senior NCO. They were actually command problems. The senior NCO might well be involved in developing and implementing solutions to these problems, but he lacks the authority in many instances to act on his own. However, the discussion did indicate that senior NCOs possess important information not always known to their commanders. A synopsis of the information obtained from all the various discussion sessions that were conducted is presented in Appendix C.

## INTERVIEWS

Individual interviews were conducted with a number of NCOs from the 2d Battalion, 53d Artillery (ELM), and from elements of the 3d Armored Cavalry Regiment regarding counseling and performance management problems as part of HumRRO/ARI Project SKIM.[3] A Structured interview procedure dealing with counseling problems and procedures was also developed as part of the current project and administered to five senior NCOs from the 3d Armored Cavalry Regiment.

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[3] *Skills in Management*, Contract DAHC19-73-C-0004.

## PREPARATION OF PROBLEM STATEMENTS

Problem statements were prepared by the project staff on the basis of (1) information obtained by the methods described in the preceeding section, (2) information obtained from the project staff's personal experience in the Army or working with the Army, and (3) information from interviews conducted as part of an earlier HumRRO/ARI project (SKIM).

Some preliminary problem analysis sessions were conducted to determine the detail required in the problem statement to initiate these sessions since this requirement also specified the amount of detail that must be generated during problem identification. Problem statements were presented to a group of four senior NCOs obtained from the Sergeants Major Academy, in general terms. It was found that the group could not operate successfully without first making assumptions about specific details in the problem situation. Developing these details in the group was very time consuming. Hence, it was decided to include these details in the original problem statement. An example of a problem statement at the appropriate level of detail is shown in Table 2.

Each problem statement was reviewed by members of the staff of the Sergeants Major Academy leading to acceptance, revision, or rejection of the statement.

Table 2

SAMPLE PROBLEM STATEMENT AND PROBLEM ANALYSIS

SHORT TIMERS

The CSM of a battalion is having problems with three of his senior NCOs. They range in Army experience from 17 to 22 years. All three have good performance records during most of their time in the Army. However, they are no longer performing adequately and their poor performance is affecting the battalion's performance.

First Sergeant Smith was not selected for attendance at the Sergeants Major Academy. He resists changing how he does his job and generally does the least he can get away with. He is harsh with the men in the company. He has men who have drug, marital, and indebtedness problems whom he simply threatens to get their own affairs in order. The company has a high AWOL rate. He doesn't want their problems known to outsiders, so he doesn't send them for professional counseling and help. And he discourages their doing so on their own by teasing them. He plans to retire within three years, but has not developed any civilian job skills. He has very little formal education.

Sergeant Jones is the battalion operations sergeant. He is going to retire in one year. He is already an active real estate salesman in the community. He receives many business calls during the day and generally works late every evening and weekends selling real estate. He has arranged very beneficial land deals for some of the battalion staff officers and company commanders. But his job in the battalion just barely gets done and never very well.

Sergeant Wilson is the battalion supply sergeant. He has 23 years of service. He does whatever he has to do when someone leans on him. He hasn't thought about retirement and just plans to hang on as long as possible and do as little as possible. His clerks get along well with him since he almost never pressures them to do anything. They are always behind in their work and slow to respond to requests. But other NCOs in the battalion are quite angry with him.

## ANALYSIS OF THE PROBLEM SITUATIONS

### THE GROUP PROCESS APPROACH

In most conventional task analyses dealing with readily specifiable ("hard skill") tasks, the analyst can obtain information about the tasks separately from job incumbents and from subject matter experts. In general, there is considerable agreement among all concerned regarding the purpose of the task, the principles that apply to its conduct, and the manner in which it is performed. This is not true for human relations ("soft skills") tasks. There can be considerable disagreement regarding purposes, principles, and procedures. The Group Process Approach brings various job and subject matter experts together to analyze problem situations and resolve differences in a series of structured group problem solving sessions. The product of this analysis provides a body of information from which to identify valid job events and requirements that can be used as a point of initiation for developing performance-oriented instructional lessons.

*Group problem solving* refers to a collection of techniques for guiding the interaction among a small number of individuals in the identification of optimum solutions to a common problem. The guiding of the interaction is performed by a specially trained facilitator. The participants in the group are trained by the facilitator in the application of special participant skills.

Group problem solving proceeds through three distinct and separated stages:

1. exploring the problem;
2. selecting a solution; and
3. evaluating, implementing, and troubleshooting the solution.

Each stage must be completed before the next stage is begun. However, returning to an earlier stage is allowed at any point in the process. The purpose of separating the stages is to insure that the group gives full consideration to each stage of the process.

Ideas in each stage of problem solving are generated by means of *brainstorming*. Brainstorming is a technique for maximizing the number of ideas obtained from an individual or from a group. It is defined by four characteristics:

1. Emphasis is placed on quantity of ideas. Ideas are listed on a blackboard or newsprint pad where everyone can see them as they are generated by members of the group.

2. Evaluation of ideas is prohibited until after all ideas have been generated by the group. Criticism of ideas is not allowed until after the group is no longer able to generate new ideas. Participants are instructed not to hold back their own ideas either. They are encouraged to spill out ideas as they think of them.

3. Participants are encouraged to generate "way out" ideas and to view the problem from the point of view of the various people involved in it.

4. Participants are encouraged to combine ideas wherever they can--their own ideas with those of others. In the solution stage, this emphasis helps to develop integrative solutions that address all aspects of a problem.

In addition to brainstorming, participants are instructed about their role in the group and given simple techniques for working with others in a group. They are told that their function is to provide information and ideas. They are cautioned against taking sides on an issue, but rather to generate ideas on as many sides as they can. And they are instructed to question each other in an objective way to clarify misunderstandings.

Application of these techniques to the analysis of job situations proceeded as follows:

1. A problem situation was identified for analysis.

2. The kinds of specialists appropriate to the analysis of the problem were identified and their participation was solicited. The number of members in the group was held to no more than six. Two or three similar specialists might well have been involved in a group. This was particularly desirable with regard to job incumbents to expand the job experience in the group.

3. The members of the group were trained by the group facilitator in the group problem solving process, brainstorming, and techniques for working together.[4]

4. The facilitator presented the problem to the group and guided them through the problem solving process.

5. The products obtained from the group problem solving process consisted of:

a. an identification of all the *sub-problems* derived from the initial problem statement,

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[4] A brief training manual and program were prepared for this purpose.

b. an identification of *solutions* for each sub-problem,

c. an identification of the *criteria* for evaluating the solutions, and

d. where appropriate, an identification of *probable difficulties* involved in implementing the solutions.

The analysis of a problem situation typically required two three-hour sessions in the same week. Information and ideas generated during a session were posted on large newsprint pads by the facilitator. In addition, audiotape recordings were made of each session as a back-up to insure that information was not lost.

Conduct of a session required a facilitator and an assistant. The assistant took notes, cued the facilitator on occasion regarding the process or missed comments made by participants, participated in the process, and managed the audio recording equipment.

Eleven problem situations were analyzed during the course of this project. The summaries of these analyses constitute the primary content of the *Problem Situation Catalog for Senior NCOs*. The analysis of each problem situation is arranged as follows:

*Problem Statement:* This is the statement of the problem situation as given to the problem solving group.

*Analysis:* This is a listing of the sets of sub-problems identified by the problem solving group.

*Solutions - Set A (B, C, etc.):* This is a listing of the solutions identified by the problem solving group for the corresponding set of sub-problems.

*Criteria - Set A (B, C, etc.):* This is a listing of the solution criteria identified by the problem solving group for the corresponding set of sub-problems.

*Probable Difficulties - Set A (B, C, etc.):* This is a listing of difficulties, if any, identified by the problem solving group as being probable in implementing some of the solutions.

An example of an analysis summary is presented in Appendix D. This is the actual summary which was prepared for the problem statement presented in Table 2.

## IDENTIFICATION OF THE PERFORMANCE EXERCISES

The group problem solving sessions resulted in the generation of a body of information about each problem and its sub-problems, about solutions, and about criteria. This information now had to be transformed into formally stated performance objectives to be used as a basis for designing instructional texts and lessons. These performance objectives are termed *candidate performance objectives*. This term is used to distinguish performance objectives as derived from job requirements rather than from some other source, such as existing tests and curricula or some idealistic conception of human capabilities. The word *exercise* further implies that the specified activities constitute a practice exercise for students in the last stage of learning. These particular objectives are termed *CANDIDATE performance exercises* because they are offered as a list of candidates from which a curriculum designer may choose.

The results of the problem solving sessions for each problem situation were examined by members of the project staff for those solution elements which identified activities of sufficient complexity to require training to insure effective performance.

Each problem situation analysis led to a number of terminal performance objectives corresponding to different solution elements. All problem situations led to an individual problem analysis objective which specified that the student essentially reproduce the mental analysis conducted by the problem solving group. Some other objectives were developed in pairs to establish two levels of simulation for evaluating the same performance. Thus, one objective may specify actual performance by the student in a role playing situation. A second objective may specify that the student identify errors in the performance of others presented to him in some appropriate media. This second objective may be viewed either as an enabling objective to the first or as a lower level of both situation and performance simulation with regard to the first.

The example presented in Table 2 and Appendix D serves to illustrate the reasoning used in identifying *candidate performance exercises*.[5] The problem statement describes three related problem situations involving improper job performance by men who have only a short time remaining in the Army.

As indicated above, the first *candidate performance exercise* simply required the student to reproduce the mental analyses conducted by the problem solving group. This exercise was stated as follows:

> Given a presentation (narrative, audiotape, or videotape) of a case in the problem statement (or similar cases), the student identifies and states specific sub-problems, criteria, and solutions. A minimally acceptable performance should identify 80 percent of the items in the *Problem Analysis*.

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[5] The complete set of *candidate performance exercises* for this problem situation with index terms is presented in Appendix E.

The problem solving group identified exploratory counseling as the first step in solving each of these three problem situations. These solution elements led directly to the following *candidate performance exercises:*

> In a live enactment, the student, as CSM, conducts an exploratory couseling session with an NCO as represented in the Problem Statement. He is scored on the problems he elicits from the NCO and on the use of techniques to facilitate acceptance and cooperation from the NCO.

The group identified the need for job standards as the second step in solving each of these problem situations. This led to the following *candidate performance exercise:*

> In a live enactment, the student, as CSM, establishes job standards for an NCO as described in the Problem Statement. The NCO role will call for defensiveness and resistance. He will be scored on the completeness and clarity of the standards that he develops and on his use of techniques.

The first problem situation in the Problem Statements describes an NCO who uses threats to try to keep his subordinates in line and who refuses to provide or let them seek counseling for their problems. The group identified the need for the CSM to establish a climate for seeking outside help for personal and performance problems in the NCO's unit. This led to the following *candidate performance exercise:*

> In a live enactment, the student, as CSM, counsels an NCO as represented by SGT Smith in the Problem Statement on the use of counseling and performance management to improve the performance of the men in his company. SGT Smith's role calls for defensiveness, disbelief in scientific approach, and resistance to change. The student will be scored on the appropriateness of the counseling techniques he uses.

This exercise illustrates the integrative characteristic which typifies many of the *candidate performance exercises* obtained by this process. This objective requires the student to (1) demonstrate his skill in counseling in dealing with resistance to change, (2) demonstrate his ability to persuade someone else of the efficacy of counseling and performance management processes in his own job, and (3) demonstrate his knowledge of counseling and performance management in the face of a non-accepting listener. Furthermore, the validity of this kind of requirement is clearly apparent in the process by which it was derived from a realistic problem situation.

The problem solving group felt that a CSM should not allow a situation to develop as described in the Problem Statement. It was the group's

view that should such situations develop, then the "CSM should review his own methodology of reading and interpreting problem indicators to negate future recurrences of this nature with other personnel." This solution element led to the following *candidate performance exercise:*

> Given a presentation (narrative, audiotape, or videotape) of NCOs like those described in the Problem Statement, the student will develop and describe a method for reading and interpreting indicators of these kinds of problems early enough to prevent the full-blown problem. His method will be evaluated against a standard developed by selected senior NCOs.

Three of the *candidate performance exercises* identified for this problem require the student to perform in a live enactment or role playing situation. An alternate *candidate performance exercise* which did not require live enactment was prepared for each one. These alternative exercises require the student to identify errors in someone else's performance rather than perform in the situation himself. The alternative exercises were stated as follows:

a. Given a presentation (narrative, audiotape, or videotape) of a CSM conducting and exploratory counseling session with an NCO as represented in the Problem Statement, student identifies errors in counseling techniques and describes correct procedure. A minimally acceptable performance consists of identifying and correcting 80 percent of the errors built into the presentation.

b. Given a presentation (narrative, audiotape, or videotape) of a CSM conducting a job standards counseling session with an NCO as described in the Problem Statement, the student identifies errors in counseling techniques and describes correct procedure. A minimally acceptable performance consists of identifying and correcting 80 percent of the errors built into the presentation.

c. Given a presentation (narrative, audiotape, or videotape) of a CSM counseling an NCO as represented by SGT Smith in the Problem Statement on the use of counseling and performance management to improve the performance of the men in his company, the student identifies errors in counseling techniques and describes correct procedure. A minimally acceptable performance consists of identifying and correcting 80 percent of the errors built into the presentation.

These exercises may be used as a testing alternative where it is infeasible to use a full performance test or as subordinate requirements to be met by the student before progressing to training in full performance situations.

Some of the *candidate performance exercises* identified as potential senior NCO requirements imply some of the same skills required by participants in the Group Process Approach. For instance, both require individual and group problem solving skills. This coincidence should not be interpreted to imply that the Group Process Approach is, in some way, a teaching method. It is a *task analysis method* that just happens to use some skills commonly required in any situation in which a small number of people interact to solve a common problem.

## APPLICATIONS OF THE SENIOR NCO PROBLEM SITUATION CATALOG

### TRAINING AND TESTING DEVELOPMENT

The *Problem Situation Catalog for Senior NCOs* lists *candidate performance exercises* that can be used as a basis for designing both testing and training performance situations for senior NCOs.

Each analysis summary begins with a listing of the sub-problems that were identified by the problem solving group. This listing provides added detail for designing simulated situations. For instance, the first problem situation in the example in Table 2 deals with a First Sergeant who is going to retire soon and who is bitter because he was not selected for attendance at the Sergeants Major Academy, who won't keep up with new job Procedures, who treats his men harshly, and who will not counsel his men or allow them to seek counseling elsewhere. The problem solving group identified the following sub-problems:

*Sub-Problem - Set A. First Sergeant Smith*

*Conditions to be Corrected - Set A. (Sub-problems):*

1. Smith feels inadequate--that he has "paid his dues" (change leads to insecurity).
2. He has little or no ability to communicate with subordinates.
3. He resents failure to be selected for attendance at Sergeants Major Academy.
4. He hides subordinates' problems for fear of personal reflection on himself.
5. He may be concerned (fearful) over his future as a civilian.
6. He fails to recognize or attempt to solve his personal problems.
7. His own personal problems prevent his counseling others.
8. The CSM has not been reading and interpreting indicators of Smith's personal problems.
9. Smith doesn't know how to counsel.
10. Immediate action needed in a repidly deteriorating unit.

Many of these sub-problems specify characteristics to be portrayed by someone playing SGT Smith's role either in a live role playing situation or for an audio or video recording.

Each analysis summary also includes a listing of the solution criteria that were identified by the problem solving group. For instance, the problem solving group identified the following criteria for the first problem situation in the example:

*Criteria - Set A*

1. Avoid fear of reprisal.
2. Avoid restricting job performance to the mediocre.
3. Avoid over-supervision.
4. Maintain discipline and the status or roles of Smith.
5. Achieve improved performance, expecially in the counseling area.
6. Achieve freedom to fail.
7. Achieve a climate for seeking outside help when necessary.
8. Achieve communication -- up as well as down.
9. Achieve concern for subordinate.

These criteria can be used as a basis for establishing performance standards for testing and training situations derived from the *candidate performance exercises*.

In addition to the Problem Statements, analysis summaries, and *candidate performance exercises*, the catalog also contains the following items:

*Index:* This is a listing of the content and skill terms used for classifying the *candidate performance exercises*. The page numbers in the catalog on which corresponding *candidate performance exercises* are listed are cited beside each index entry.

*Critical Skills:* These are definitions of critical human relations skills prepared by the project staff.[6] The skills are

[6] Examples of these skill definitions are presented in Appendix F.

required for solutions of many of the problem situations. The skills defined in this section are:

1. Individual problem analysis.

2. Counseling:

   a. Personal counseling.
   b. Performance counseling.
   c. Career Counseling.

3. Communication.

4. Performance analysis.

5. Performance mangement.

6. Performance-oriented testing.

7. Performance-oriented training.

*A Training Approach:* This is a general statement of an approach for preparing performance-oriented training for the *candidate performance exercises* identified for each problem situation.

The index allows the curriculum or test developer to quickly identify and locate all those *candidate performance exercises* which are of interest to him. The definitions of critical human relations skills gives him a brief orientation on the skill components required for effective performance in selected *candidate performance exercises*. These skill definitions can be used to help identify the content of training and as an additional basis for establishing performance criteria. The *training approach* describes the steps through which a curriculum developer should proceed in preparing instructional methods and materials to meet the requirements specified by a *candidate performance exercise*.

The complete set of information developed for each problem situation--the Problem Statement, the Analysis Summary, and the *Candidate Performance Exercises*--establishes a realistically complex job context generally not found in the products of task analysis efforts. This can provide a basis for *integrating* training on separate skills at a level rarely attained in the past.

## EVALUATION FOR NCO CAREER MANAGEMENT

The information contained in the *Problem Situation Catalog for Senior NCOs* can also be used as a basis for designing evaluation procedures for managing NCO careers. Tests derived from the *candidate performance exercises* in the catalog or from similarly obtained exercises could be used

(1) to predict a junior NCO's ability to perform effectively in human relations situations typically encountered by senior NCOs, (2) to identify human relations performance weaknesses among senior NCOs as a basis for designing corrective training programs, or (3) to select senior NCOs for particularly sensitive human relations assignments.

Career management evaluation instruments based on the results of a Group Process Approach will reflect both the complexities and the subtleties found in real human relations problem situations more accurately than instruments based on conventional job/task analysis procedures.

## CONCLUSIONS

The Group Process Approach, as a means of analyzing human relations job functions, leads to the identification of *candidate performance exercises* (terminal performance objectives) that:

1. often require the integration of several skills for effective performance,

2. often identify very different job contexts than those identified by conventional job/task analysis methods, and

3. establish job contexts that reflect both the complexities and subtleties found in real situations.

The information developed by the Group Process Approach can provide a more valid basis for designing human relations training programs and for assessing human relations performance in career management systems than can conventional job/task analysis methods.

The *Problem Situation Catalog for Senior NCOs* can be used as a basic resource document by schools charged with a mission for training senior NCOs. These schools can supplement the basic catalog by identifying and analyzing additional human relations problem situations by means of the Group Process Approach. A training program in group problem solving and a videotape illustrating skills used in the process were prepared as a part of this project to facilitate the dissemination of the Group Process Approach to Army schools.

APPENDICES

## APPENDIX A

### Synopsis of Information on Broad Job Functions Performed by Senior NCOs

The subject for discussion at this session was that of senior NCO roles with immediate subordinates. The first category to be discussed was that of Evaluating Job Performance of immediate subordinates when job conditions and practices are not known to the senior NCO.

Under this category, job conditions and practices of a specific technical job are not known to the senior NCO. To answer the question, "How does a senior NCO develop job standards?" the consensus among the Sergeant Majors in attendance at this conference were to go to the guide, to the regulation which concerns itself with this. This would indicate those standards to be met by an individual depending on the skill level of his MOS. There might be additional parameters established by unit SOPs for a specific job, but in the main it would be AR 611-201, which would be the guide for job standards. An additional point was made that there would normally be some intermediate supervisor between the senior NCO and the man performing this highly technical job that would have more technical information on the job standards. In addition, this discussion group felt that it would indeed be a rare circumstance for, as an example, an infantry NCO to be assigned to a technical unit such as a signal repair facility, so that in any instance these senior NCO's concerned with supervising these subordinates in the highly technical job would have some technical knowledge of the job. An instance was pointed out where the senior NCO could use ESC (equipment serviceability criteria) guides for ascertaining whether the repairman in a highly technical specialized field was doing his job. The supervising NCO would not have to have a terrific amount of specific knowledge about particular equipment, but in using the Army publication systems there are manuals on every piece of equipment. Maintenance indicator points should be considered as to whether a piece of equipment was operational or being maintained properly. In using these kinds of things then, even though the NCO didn't have any broad across the board knowledge of a specific piece of equipment, he could determine whether it was being properly maintained and repaired or not.

Another specific example was cited of the first sergeant of a unit walking into the unit supply room. Not the 1SGT might not have intimate knowledge of all of the detailed work that the Supply SGT is responsible for, but the 1SGT, the supervising NCO, could in this case check out the Supply SGT to see that he had the necessary publications on hand. This would be one condition or criterion as to whether the subordinate was doing his job or not.

Another general criterion which could be applied to any position would be to look at the publications, to look at the technical

references, that the man has available on the job. If they haven't been used, if there are no dog-eared pages, if there are no greasy marks or thumbprints on the page of the particular technical manual, then you know that the people or the specific individual in that section are not using the manuals and so there again they are not meeting the proper conditions on the job and not practicing utilization of the technical publications available. In answer to the query about how often does this occur, that is, where the senior NCO does not know the job conditions and practices, there were varying opinions by the three senior NCOs in the group. A spinoff from this, however, is the present method of assigning Command Sergeant Major on a branch immaterial basis. The concensus is that it is not good for the unit. In many cases it will take, for example, an individual coming out of a medical background and being assigned to a battalion as a Command Sergeant Major anywhere from thirty to ninety days to get his feet on the ground to where he can find out what is going on and be able to perform properly to support his Commander in the proper fashion.

NCO provided effective work environments for immediate subordinates. Instances were cited where senior NCOs had to train their own clerk-typist due to the chronic shortage of well trained clerk-typists down on the lower echelon. Other instances were cited of the problem where an enlisted man with a technical MOS has difficulty maintaining his job proficiency in his own field back here in the States. The only units with slots for his specialty were overseas, but back here in the States, when he is reassigned, he many times finds this slot filled by a civil servant. Apparently there is some trend to reverse this proceduure by making such slots available, for example, in the signal area, in communications, and electronics repair facilities on a post, camp or station level here in the States; to make such slots available for enlisted men when they are assigned back here from overseas areas so that they can maintain their job proficiency and at the same time maintain the equipment properly.

Another instance was cited by a senior NCO who was in the Corps of Engineers. Many times engineer troop units here in the continental United States are kep occupied with busy work--paint up, fix up, clean up post, rather than some of the minor construction projects because of the impact this might have on local contractors. Apparently, if it can be contracted for, this in many instances is done rather than allowing the in-house capability within the engineering units to do this kind of work.

One senior NCO stated that in his almost twenty years total service he had only spent about six years in the continental United Stated and that one reason for this was he constantly volunteers to return oversear because he has never really felt he had an assignment State-side

which was appropriate to his capabilities. He has never really had a job that he could call a job, per se. This same NCO provided an example in an assignment at the Engineer Center at Fort Leonard Wood, Missouri, where they finally were allowed to build a golf course (which was meaningful work) and was a recreation area that could be used by all the troops. They had to request permission to do this.

Another senior NCO with an infantry background stated that he also preferred overseas assignments. He said, for example, in Europe he felt that not only he as a First Sergeant was gainfully employed but he could find gainful employment in the military for his people. There was a greater chance for diversification in the way of training and in the way of other projects which would keep a unit busy and gainfully employed.

Another example was cited of useful work for subordinates had to do with the point that in peacetime the mission of most units in the Army is one of training. One senior NCO cited the example of a new term "Adventure" training. This occurred in one unit he had been assigned to in Alaska where they sent out individual teams of soldiers with dog sleds to do cross country things, breaking trail, making trails, this kind of thing. This was adapting the training situation to the local environment where they would indeed be perhaps fighting a war and at the same time making it a bit more fun, a bit more pleasurable to go through this kind of training.

The next category under "Providing Effective Work Environment for Immediate Subordinates" would be that of the senior NCO minimizing unpleasant conditions and distractions in work.

A further breakdown in these categories would be that of physical conditions and social conditions. Some of the things that might be considered under minimizing unpleasant physical conditions and distractions in the work environment might be inclement weather, excessive noise, lack of safety equipment, actual danger on the job, anything that the senior NCO might be able to do to minimize these things. An exmaple of an unpleasant social condition might be that a Command or other higher echelon pressures to get a specific job done, even though the work at hand is highly technical in nature and takes a certain minimum amount of time to accomplish. The higher headquarters is pressuring to simply get the job done as soon as possible.

With regard to violations of safety practices, one NCO said, "Yes, we had to do these things in time of war." In peacetime and in the training situation, a good NCO would just simply not subject his people to injury, to any real danger, if he had knowledge of this.

The second instance under social conditions is where there is a hard driving Commander. Most of the time these kinds of individuals are very fair, they give you a job to do, and give you the tools to do it with. Then if you say, "Yes, I can do it," and don't follow through, it makes them relatively unhappy. Unpleasant distractions in the work environment aresometimes the result of misinterpretation of the Commander's desires down through Command channels. An example cited was that the Commanding General made a comment in a visit to a unit that it would be nice if such and such a condition were changed. His staff interprets this in a particular way down through the channels and by the time it gets to the implementing unit, the misinterpretation directs the individual battery or company commander to accomplish whatever this mission is, training, maintenance, etc., in specific time limitations. The command trickles down through the chain, everybody puts their own interpretation on it and sometimes this places a bind on the poeple that do the job. This is where the senior NCO comes into play. If this is a realistic goal in terms of time and amount of work needed to be done, well and good. But if it is not, then it's up to the senior NCO to say, "Hey, let's take another look at this."

The next sub-category for senior NCOs providing effective work environment for immediate subordinates is that of Administering Appropriate Incentives in an Effective Manner.

The first listed incentive was that of payday off for the troops. The discussion at this point leads to time off in general--letting a man take his birthday off, if it was his anniversary--getting time off to go buy his wife a gift. The day he reenlisted--reenlistment day off.

The next listing of incentives included observing all of the individuals in their work situation. Tied in with this would be useful work, meaningful work rather than just busy work.

The next listed incentive would be that of verbal recognition, and it could be for either an individual soldier or the group.

Another listed type of incentive would be formal or informal ceremonies for promotions and awards. Other indirect incentives would be providing the needed supplies and needed conditions for the poeple to do their jobs.

Another incentive would be equitable distribution of details, effective distribution of details to lower echelons. Another incentive would be that of promotions.

## APPENDIX B

### Synopsis of Information on Human Relations Tasks from the Sergeants Major Academy's Task Survey

A 207.B Interview Outgoing Personnel

Who gets interviewed?

1. Usually most senior NCOs would be given an exit interview by CSMs.
2. Thos individuals leaving who have performed in an exemplary manner. This could include a ceremony with awards, speeches, etc.
3. Young soldiers going overseas for the first time might need information and reassurance about his destination.

What is the purpose of the interview?

1. Exit interviews of any of the above classes present an opportunity for the CSM to ask, "What can we do to improve the unit?" or "What are some potential trouble areas in the unit?"

A 207.F Interview Personnel for Reenlistment

Who gets interviewed?

1. Only immediate subordinates of CSM.
2. In rare cases, during a visit to a subordinate unit, a CSM might interview a key NCO.

CSMs responsibility in reenlistment programs.

1. Reenlistment management.
2. Impressing subordinate NCO's of the importance of the reenlistment program.
3. Pointing out possible trouble areas to subordinate NCOs.
4. Seeing that the reenlistment rates of the command are within specified limits.

Miscellaneous

1. An exception to above listed tasks might be when the entire unit is moving overseas. In this case, a large personnel turnover upon arrival overseas is undesirable so a CSM may spend a good deal more time in actually conducting reenlistment interviews.

2. The higher in the command structure the CSM is assigned, the less likely he would be involved directly in the reenlistment process.

A 209E Inspect Unit Training

CSMs or SMs would probably not be involved in inspecting training but rather would verify the training going on.

Inspecting training is a function of the operations officer and he would have the authority to make on-the-spot corrections which a CSM wouldn't have.

Miscellaneous

The Sergeant Major is privy to information which an Operations Officer might not have available. This is the great value of the CSM--his relation to the troops--he can find out what is really going on in the lower echelons. The SM must walk a tight rope between being loyal to his boss, and being loyal to the troops. And he can and does do both, and this is where he operates in the true sense of the word as a CSM. A CSM must not acquire the reputation as a "fink." The CSM can't tell his boss, his commander, anything that he hasn't discussed with the commander of the subordinate unit.

At this point, a duplication of channels was discussed. That is, a Commander might be unhappy with the training situation in subordinate units, and when he calls in his individual company commanders to explain his views in this area, the Command Sergeant Major has acquired this information from his commander, he might put out the word also down to his first sergeant channels. Now if this is a duplication of effort then it should not occur. If the Command Sergeant Major has some specific bits of information that should be imparted down through his NCO channels to the first sergeant, well and good, but not a duplication of effort.

Another Sergeant Major commented that for a Command Sergeant Major to be really effective, he needs exposure to the troops, he needs to be out there when the Commander is out inspecting training and out in the area with his subordinate commanders. The Sergeant Major would be right there with him but working separately with the first sergeant, the platoon sergeant, or other subordinate NCOs of that unit. But he must be out there with the troops to be effective.

The point was made that for a Command Sergeant Major to be effective he shouldn't be locked into a specific schedule, that is a schedule to visit subordinate units, other than formal inspections where he is accompanying the Commander, but he shouldn't be locked into a formal, written schedule where he is going tc be down in such and such a unit at such and such a date and time. This is an ineffective use of his abilities.

B 102.A Recommend Re-Classification

If an EM fails his MOS test twice he is automatically reclassified. But if he merely fails it once he might go to the SM for assistance.

The CSM would probably be involved in overage and shortage MOS's. That is, making an equitable adjustment of MOS's between units subordinate to his headquarters. The CSM might get involved when a man is being reclassified, by making certain that the EM concerned has had every opportunity to qualify in the MOS before reclassification.

An example cited was of a prior service EM who had a union card as a carpenter coming on active duty and being classified as a motorman. In this obvious mal-assignment, the man couldn't get anything done through personnel channels and took his problem to the CSM. The CSM was able to bring Command pressure to bear and got the man reclassified as a carpenter.

B 106 Military Justice

Most military justice is handled at company level then direc to JAG. Only for Field Grade Article 15's will the CSM get involved. The CSM might check the Article 15's for administrative correctness. CSMs may make recommendations to his commander regarding approving the sentence or reducing it.

B 102.3 Recommend Personnel for Awards and Decorations

All recommendations for enlisted awards and decorations should be processed through the CSM. He should also monitor the equitable distribution of awards and decorations to subordinate units. Action is normally initiated at the company level.

B 102.G Recommend Personnel Transfers

A CSM might recommend personnel transfers between subordinate units due to an imbalance of strength. Also, if an EM had a personality conflict with a superior, the CSM might recommend a transfer under new leadership. A third instance might be that involving illness in an EM's family, where the presence of the EM might alleviate the situation.

All non-normal conditions with enlisted personnel of subordinate organizations would probably be brought to the CSM's attention. He would then take the necessary action by recommending a transfer.

B 102.D Recommend Personnel for Promotion

Normally the CSM is either a member or chairman of unit promotion boards.

CSM's would normally only recommend his own immediate subordinates for promotion.

He might get involved in promotions when a good man is passed over for promotion due to erroneous information in his records.

B 102.E Recommend Personnel for Reduction

The CSM would probably not be responsible for initiating actions for reduction, but he might cause it to be initiated. His position would probably be more in the light of seeing that a reduction is done legally and fairly. The CSM might be considered as a resource person for proper reduction procedures by subordinate units.

B 102.H Recommend Personnel for Special Duties

Requests for special duty personnel from higher headquarters would normally be channeled through the CSM. He would equitably levy subordinate units for personnel to fill such commitments.

B 102.L Recommend Unit Recruiting Program

The CSM might recommend awards for high reenlistment rates. He should be aware of the reenlistment rate in subordinate units and he might recommend to the commander that specific units or recruiters be singled out for recognition.

The CSM might also be involved in those units that didn't meet their quotas. He might recommend a remedial reenlistment program in terms of orienting the subordinate unit CO, 1st SGT, or reenlistment NCO as to some measures they might take for bringing their reenlistment rates up.

B 104 Personal Services

Soldiers needing to see the Chaplain, the Staff Judge Advocate, the I.G., AER, Red Cross, Community Services, etc., may be lumped together in one category. In many instances the immediate supervisory personnel in the man's unit either would not or could not bring sufficient pressure to bear on these agencies to give the EM concerned satisfaction. In these cases then, the CSM would be able to bring command pressure to bear and could make recommendations to his Commander or directly to the referral agency for whatever action might be necessary.

With any luck, only about five percent of the referral cases could be brought to the CSM's attention. These are the last resort cases where the CO and the 1st SGT can't or won't handle it. The CSM might recommend to his boss that a program be set up for groups of EM for financial management classes, etc. He wouldn't do the work himself, he would make the recommendation that it be done.

B 108.B Perform as a Race Relations Committee Member

A CSM would not serve on a race relations board because this would constitute Command influence. This would restrict the younger men on the board or cause them to over-react. A CSM might talk to such a board on a policy level. He might attend their meeting and outline certain problem areas that the Commander had in regard to race relations.

B 201 Counseling

Any counseling problem, be it for alcoholism, drugs, an authority problem, personal problems, or whatever, all are handled in Command channels. The 1st SGT or unit CO will normally handle these problems. Only those that are exceptional problems which can't be handled on the unit level would be referred to the Battalion and of course this then would go through the CSM.

Problems with senior NCO's in subordinate units might be handled by the CSM. A CSM might take it upon himself to counsel the individual, if he notices a drinking problem with an NCO in a lower unit.

Another problem might be one involving a 1st SGT not wanting to handle a particular problem due to its complexity, or just that he didn't want to make a decision on work with the man on a problem that might affect his entire career. In this case, the problem would be referred up the chain of command or to the CSM.

Another method of dealing with a specific problem might be the good guy--bad guy game. The 1st SGT might refer the EM with a drinking problem or counseling problem up to the CSM. The CSM would be the one who told the man, "Look, you've got to do this, you've got to do that, you've got to shape up or we're going to board you out of the service." The individual concerned, the man with the problem, then goes back to the unit and the 1st SGT can say, "Hey, yeh, I sympathize with you, but you still need to go ahead and shpae up." Play both ends against the middle in this case to help an individual change his behavior.

C 101 NCO Training and Education

CSM's function in this area is to make certain that recommendations from subordinate units, regarding training programs, were considered by S-3 people.

Some stopgap measure where a particular situation called for intensive training, something that would have to be done right now, might involve the CSM directly but this would normally be a function of the Plans and Training Shop.

Another training area CSMs might get involved in would be quality control of NCOES programs. A CSM might notice over a period of time that there are deficiencies or certain items being left out of the NCOES Curriculum. The CSM could survey all subordinate unit graduates of NCOES and write a letter to whoever is running the NCOES program, saying "Hey, look, you're leaving these points out. We think this should be included."

## APPENDIX C

## Synopsis of Information on Broad Human Relations Problem Areas

### Alcohol in Army

Young troops form into groups: drinkers, drug users, neither. The alcohol and drug groups actively recruit more members; each new man to the unit is sought out by these.

NCOs try to educate new men to unit about these groups by being very frank with them. He establishes programs to make the others aware of what they are doing to their bodies. He also tries to establish programs to broaden their interests--educational, photography, sports. A lot of the new men in the Army have been losers all of their lives and have no interests. These men need to broaden their scopes so they won't be as interested in drugs and alcohol. Also when a guy has a girl friend, he probably won't be interested in the groups.

Older NCOs do drink a lot--at Happy Hour, Friday nights, at the club, always finding an excuse for a party. But they all manage to perform their jobs and drink. They have been doing this for years. You don't see many men that need drinks just to start the day. A young man right off the farm who has never had his own money before will begin to drink heavily--form cliques.

Army tends to encourage the drinking; for any get-together the first thought is who will bring the drinks. After 15-20 years in the Army, they are accustomed to heavy drinking and still functioning on the job.

The Army has put some emphasis on reducing the use of alochol. This was first done a few years ago when Roy Rogers' son drank himself to death at a unit party.

The first step in this is to identify the individual. But a man with a hangover will work the hardest that day to avoid any criticism from his NCO. This alcohol problem is a reflection of the whole society. Alcohol is readily available to the troops and they are often bored. Drinking is a socialized behavior within a unit as a whole.

### Drugs in the Army

Drug users will put great pressure on young men to join them as it reduces the cost of the drugs when buying in large quantities. The NCO will identify the ring leaders (often the man who has been in the unit the longest), then get rid of him. There will always be some reason for

getting rid of him. Everyone in the unit is made aware of the dangers of alcohol and drug abuse now because of the established programs.

The NCO tries to deal with drugs not only on individual levels but on the unit level too by getting rid of the leaders. One way to do this is to gain the confidence of a man who is close to rotation. The day he leaves, the NCO talks with him and he usually will tell all: who is in the group, source, etc. This works well. Also use the threat of arrest on a man who is leaving; if he tells all, no arrest.

NCO needs to be familiar with language of troops; learns by paying close attention to them and gaining their confidence. Language changes from month to month; it is a constant learning thing for NCO.

Too often users go free because of legal technicalities. Example: 1st SGT smelled pot, he called the XO and JAG, MPs, and CID. With permission of MPs, XO unlocks door and enters room with five men smoking pot; one man had a bag of marijuana in his boot. The case was thrown out because it was illegal for MPs to enter the room and to search this man. It is difficult to get conviction because things will be hidden in a common area--day room--and no one knows whose it is. NCO needs to know some law to be successful with drug problems.

Leadership Problems

The boredom of sitting in the field day after day with nothing to do causes problems. There are discipline problems everywhere; the most serious in Vietnam. If a company refuses to go to the field, there are leadership problems.

If you have good relationships with your junior men, then problems will be brought to your attention before they get too large to handle. An NCO must show troops that he will stand by them. They they respect him and pull for him. There must be mutual respect.

Sometimes a problem arises when there is an inexperienced officer over a senior NCO and the officer does not listen to the NCO. This is especially hard in combat. In this matter, you need support from the BN COs. The NCO should take the young LT under his wing; he can then be trained to be a good officer. If the LT doesn't listen, often the NCO lets him make his own mistakes.

Racial Problems

When a situation involves groups of people and is an organized effort, then it is a racial problem. People do not have to like each other to work well side by side. Many times now, a young soldier can

see a problem even if there is not one--overly sensitive to race. He may view any encounter an incident. Example: A white officer says "hi" to a group of black EMs but stops and talks to a group of white EMs.

Other things may be blamed on race problems, like rip offs. An NCO must have confidence in his men (a few) to give him the real story. Or a racial problem may be built where there isn't one.

An NCO must be aware of all sensitivities about race. People group with those of like interest so you will possibly get groups of black, white, Mexican, due to their likes in music, food.

An NCO walking into a bar may see these groups; to be safe he may say hello to each group and then sit alone. Other NCOs will eventually join him, forming a new group. The NCO must learn to treat everyone the same and to respect their interests. When the NCO was a young EM, he probably was a member of one of these groups; as he moves up in rank he can no longer be a member of a group. He must be able to motivate all members of all groups. He should understand something about all ethnic groups. These are intermingled at work and will mix in some situations like sports. The NCO must see that everyone respects everyone else--not necessarily like them.

The NCO can assure that there are opportunities to enjoy sports and movies. He can make these available to the men. They will socialize to one degree or another without prompting.

Many commanders use race problems as an excuse for other types of problems. Or they are overly sensitive to the whole area. COs send race relations boards down to find out what the problem is and they usually end up creating a problem. When a commander doesn't put too much emphasis on race, it takes care of itself.

## Living Quarters

In Germany, the barracks are very old and miserable and cause many problems. Rooms have inadequate lighting and few electric outlets and no place to secure things. Troops dislike the barracks and are destructive (vandalism). When barracks are good, the troops conduct themselves well. The NCO must handle the problem of privacy in the barracks. There are many problems with everyone in the barracks having a stereo. One NCO had them all buy earphones.

## Other

What do you do with a guy with a comb in his hair? Approach him on a one to one basis.

What do you do with an officer who won't set the example with hair?

## APPENDIX D

### Sample Problem Situation Analysis

Analysis

Each of the three senior NCOs presents a different sub-problem set to the CSM. Each sub-problem set is analyzed into conditions to be commended, conditions to be corrected (sub-problems), solutions, criteria, special skills needed and probable difficulties of solution.

Sub-Problem - Set A. First Sergeant Smith.

1. Conditions to be commended: None

Conditions to be Corrected - Set A. (Sub-problems):

1. Smith feels inadequate--that he has "paid his dues" (Change leads to insecurity).
2. He has little or no ability to communicate with subordinates.
3. He resents failure to be selected for attendance at Sergeants Major Academy.
4. He hides subordinates' problems for fear of personal reflection on himself.
5. He may be concerned (fearful) over his future as a civilian.
6. He fails to recognize or attempt to solve his personal problsms.
7. His own personal problems prevent his counseling others.
8. The CSM has not been reading and interpreting indicators of Smith's personal problems.
9. Smith doesn't know how to counsel.
10. Immediate action needed in a rapidly deteriorating unit.

Solutions - Set A

1. Call individual in for exploratory counseling. Then an ongoing series of counseling sessions, as required. Initial session should build rapport.
2. Analyze Smith's position, then determine job standards.
3. Establish willingness to assist in problem solving.
4. Make frequent staff visits to company commander (Smith's immediate supervisor).
5. CSM should establish informal schooling for missing skills--OJT in person to person communication.
6. Establish climate for seeking outside help for personal and performance problems.

7. Provide group retirement counseling by outsiders during NCO calls in order to assist Smith in preparing retirement plans.
8. Only as a last resort discuss Smith's problems with battalion XO or battalion CO.
9. CSM should review his own methodology of reading and interpreting problem indicators to negate future recurrences of this nature with other personnel.

Criteria - Set A

1. Avoid fear of reprisal.
2. Avoid restricting job performance to the mediocre.
3. Avoid over-supervision.
4. Maintain discipline and the status or roles of Smith.
5. Achieve improved performance, especially in the counseling area.
6. Achieve freedom to fail.
7. Achieve a climate for seeking outside help when necessary.
8. Achieve communication--up as well as down.
9. Achieve concern for subordinates.

Probable Difficulties - Set A

1. Re-orienting 1SG Smith's view of his relationship to his subordinates and superiors.
2. 1SG Smith will probably strongly resist changing from his "brown shoe mentality."

Sub-Problem - Set B. Sergeant Jones.

Conditions to be Commended:

1. Has previously exhibited a good performance record.
2. Many years of honorable experienced service.

Conditions to be Corrected - Set B. (Sub-problems):

1. Jones is not challenged by his job--doesn't have enough to do.
2. He feels he has effectively bribed officer personnel of the battalion through land deals.
3. He is conducting his real estate business during duty hours, using military phones, etc.

4. He is living beyond his military salary and is attempting to "keep up with the Jones'."
5. Other enlisted personnel of the battalion are envious of his financial success.

Solutions - Set B.

1. CSM should call individual in for exploratory counseling. Then an on-going series of counseling sessions, as required.
2. Analyze Jones' position in coordination with S-3, then determine job standards.
3. Establish willingness to assist in problem solving.
4. Make frequent staff visits to S-3 (Jones' immediate supervisor).
5. Establish climate for seeking outside help for personal and performance problems.
6. Provide group retirement counseling by outsiders during NCO calls in order to assist Jones in preparing retirement plans.
7. CSM should review his own methodology of reading and interpreting problem indicators to negate future occurrences of this nature with other personnel.
8. Use Jones to assist in establishing a training program tailored to individual needs for Smith, Watson, and other NCOs of the battalion.

Criteria - Set B

1. Achieve improved performance on the job.
2. Achieve improved capability of Jones.
3. Achieve climate for seeking help when necessary.
4. Achieve a concern on Jones' part for subordinates.
5. Maintain discipline in S-3 shop.
6. Maintain Jones' status/role as senior NCO in S-3.
7. Avoid restricting job performance to the mediocre.
8. Avoid over-supervision.

Probable Difficulties - Set B.

1. Re-orienting SGT Jones' basic attitudes toward professionalism.
2. Arriving at positive incentives which will replace or override Jones' possible financial losses through not selling real estate during duty hours.

Sub-Problem - Set C. Sergeant Wilson.

Conditions to be Commended - Set C.

1. Wilson has previously exhibited a good performance record.
2. He has 23 years of honorable service experience.

Conditions to be Corrected - Set C. (Sub-problems):

1. Wilson feels he is doing his job--that he has "paid his dues," and he sees no reason to change.
2. Wilson is not receiving the support or supervision that he needs from the S-4.
3. His supply section lacks organization.
4. Battalion procedures for internal logistical support need reorganization.
5. He doesn't operate within the system but instead depends on "midnight requisitions" or trading supplies (favors) with other sergeants.
6. Wilson is not familiar with the latest procedures in his field and has not properly trained his subordinates.

Solutions - Set C.

1. Call Wilson in for exploratory counseling. Then an on-going series of counseling sessions, as required.
2. Analyze Wilson's position in coordination with battalion S-4, then determine job standards.
3. Establish willingness to assist in problem solving.
4. Make frequent staff visits to S-4 (Wilson's immediate supervisor).
5. Establish climate for seeking outside help for personal and performance problems.
6. Explore possibility of temporarily assigning a knowledgeable individual in the latest supply procedures to bring Wilson up to date.
7. Provide group retirement counseling, from outside the battalion, during NCO calls in order to assist Wilson in preparing retirement plans.

Criteria - Set C.

1. Achieve Wilson's improved performance on the job.
2. Achieve climate for seeking help when needed.
3. Achieve a concern on Wilson's part for battalion NCOs (his customers).
4. Maintain discipline in supply section.
5. Avoid over-supervision.
6. Avoid restricting job performance on the mediocre.

Probable Difficulties - Set C.

1. Re-orienting SGT Wilson's view of how the Army supply system should operate.
2. Re-orienting Wilson's concept of his responsibilities to his subordinates, superiors and contemporaries (battalion NCO, customers).

## APPENDIX E

### Sample Candidate Performance Exercises

| Index Terms | |
|---|---|
| Counseling, performance<br>Counseling, personal<br>Individual problem analysis | Given a presentation (narrative, audiotape, or videotape) of a case in the problem statement (or similar cases), the student identifies and states specific sub-problems, criteria, and solutions. A minimally acceptable performance should identify 80 percent of the items in the Problem Analysis. |
| Counseling, performance<br>Counseling, personal | In a live enactment, the student, as CSM, conducts an exploratory counseling session with an NCO as represented in the Problem Statement. He is scored on the problems he elicits from the NCO and on the use of techniques to facilitate acceptance and cooperation from the NCO. |
| Counseling, performance | Given a presentation (narrative, audiotape, or videotape) of a CSM conducting an exploratory counseling session with an NCO as represented in the Problem Statement, student identifies errors in counseling techniques and describes correct procedure. A mimimally acceptable performance consists of identifying and correcting 80 percent of the errors built into the presentation. |
| Counseling, performance<br>Job standards | In a live enactment, the student, as CSM, establishes job standards for an NCO as described in the Problem Statement. The NCO role will call for defensiveness and resistance. He will be scored on the completeness and clarity of the standards that he develops and on his use of techniques. |
| Counseling, performance<br>Job standards | Given a presentation (narrative, audiotape, or videotape) of a CSM conducting a job standards counseling session with an NCO as described in the Problem Statement, the student identifies errors in counseling techniques and describes correct procedure. A minimally acceptable performance consists of identifying and correcting 80 percent of the errors built into the presentation. |

| | |
|---|---|
| Counseling, performance<br>Performance management | In a live enactment, the student, as CSM, counsels an NCO as represented by SGT Smith in the Problem Statement on the use of counseling and performance management to improve the performance of the men in his company. SGT Smith's role calls for defensiveness, disbelief in scientific approach, and resistance to change. The student will be scored on the appropriateness of the counseling techniques he uses. |
| Counseling, performance<br>Performance management | Given a presentation (narrative, audiotape, or videotape) of a CSM counseling an NCO as represented by SGT Smith in the Problem Statement on the use of counseling and performance management to improve the performance of the men in his company, the student identifies errors in counseling techniques and describes correct procedure. A minimally acceptable performance consists of identifying and correcting 80 percent of the errors built into the presentation. |
| Counseling, performance<br>Performance analysis | Given a presentation (narrative, audiotape, or videotape) of NCOs like those described in the Problem Statement, the student will develop and describe a method for reading and interpreting indicators of these kinds of problems early enough to prevent the full-blown problem. His method will be evaluated against a standard developed by selected senior NCOs. |

## APPENDIX F

### Sample Skill Definitions

### INDIVIDUAL PROBLEM ANALYSIS

The individual analyzes a problem using a set of separate problem steps in order, as follows:

1. Identify and explore problems. Identifies all related problems and facts.

2. Identify alternative solutions and criteria. All possible solutions and criteria for selecting solutions are identified.

3. Select criteria and solutions. Criteria are examined for relevance and arranged in order of importance. Solutions are evaluated against the final criteria. Attempts are made to combine solutions to account for all criteria.

4. Develop implementation and evaluation plans. Activities for actually solving the problem are identified and a plan of action is developed. Indicators are selected for evaluating the effectiveness of the solution.

In proceeding through these steps, the individual uses brainstorming. Brainstorming consists of:

1. Placing emphasis on listing as many ideas as possible.

2. Withholding evaluation until later.

3. Pushing for "way out" ideas.

4. Combining ideas wherever possible.

In addition, the individual needs some basic semantic skills, particularly skill in analyzing abstract into concrete operational terms (See Goals Analysis, by R. F. Mager). Some basic skills in using problem solving strategies (heuristics) might also be included at a "nice to know" level.

## PERFORMANCE MANAGEMENT

Performance management is defined as the appropriate use of incentives by one person in influencing the performance of others. It consists of the application of the following skills in typical work situations:

1. Positive Orienting. Identifies desirable performances by others in work situations. Such identification should include desirable performances involved in planning, in production, in cooperation, and in communication.

2. Reinforcing. Selects appropriate positive reinforcers for individuals in a given work environment. Provides positive social reinforcement and establishes positive incentives for each desirable performance. Evaluates effects of reinforcers and makes changes if necessary.

3. Performance Building. Places emphasis on increasing frequency of desirable behaviors. Changes in reinforcement (content and schedule) are based on changes (or lack of change) in the frequency of the target performances. Provides corrective feedback without punishment or criticism for single instances of undesirable behavior.

4. Harm Controlling. Identifies performances which will endanger individuals or equipment. Such performances may include work actions and social interactions. Design and delivers guidance and incentives which will minimize occurrence of these performances. Punishment may be used, if appropriate.

5. Negative Countering. Designs and delivers means for countering high frequency undesirable performances. Emphasis is on using desirable performances that will crowd out undesirable ones (counter-conditioning). Punishment may also be used if side-effects can be justified and if punishment can be delivered effectively (break-up on-going performance, high probability of detecting undesirable performance, immediate delivery of punishment).